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ABSTRACT

Faculty members at the University of California, San Diego (UCSD), excluding the School of Medicine, reported in a 1976 survey that they spend approximately 60 hours per week in all university responsibilities with nearly 30 hours directly related to instruction at all levels. General scholarship, student related activities, public service, and administrative responsibilities take an additional 15 hours per week with an equal amount devoted to research. Of the 461 questionnaries mailed, 307 faculty responded (67 percent). Followup interviews were conducted with several faculty from each of the disciplines at UCSD. The questionnaire and overall survey results are attached. (SPG)

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FACULTY ACTIVITY ANALYSIS

September, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Study of Faculty Responsibilities for Instruction, Research, and Public Service

Robert W. Starkey

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Office of the Associate Vice Chancellor-Planning
Analytical Studies

University of California, San Diego

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PREFACE

This paper reports the results of a study of faculty activities conducted at the University of California, San Diego (UCSD) in Fall 1976. The information was developed from questionnaires and interviews. A large body of literature on the subject exists and is summarized in the National Center for Higher Education Management Systems (NCHEMS) Technical Report Number 24 (pages 65-94).

Most of the studies are subject to the criticism that the activities are reported by the faculty and therefore of questionable accuracy. Various techniques have been used to gather data to minimize reporting errors: diaries, time sampling, interviews, questionnaires, and reporting by department chairpersons. All have weaknesses and are subject to criticism. However, studies should continue to be conducted to further validate data derived by the various collection techniques.

Studies conducted in a wide variety of public and private institutions of higher education consistently report an average total effort of more than 50 hours per week per faculty member. An Ohio survey (1970) of over 100 studies at institutions throughout the country verified the length of a faculty work week.

The numbers used in the report should not be taken as precise. Rather, they indicate the general magnitude and distribution of faculty effort. The figures represent the consensus of many individuals reporting independently, with assurance that the data will be used only in aggregate form.

Many examples describing faculty activities were available from the completed questionnaires. The few chosen for inclusion in the report are representative.

ABSTRACT

The mission of the University is multiple in nature, reflecting the inseparability of its principal functions -- instruction, research, and public service. Its goal is achieving excellence in fulfilling that charge. Faculty members at the University of California, San Diego (UCSD), excluding School of Medicine, responding to a questionnaire, reported that they spend approximately 60 hours per week in all university responsibilities with nearly 30 hours directly related to instruction at all levels. General scholarship, student-related activities, public service, and administrative responsibilities take an additional 15 hours per week with an equal amount devoted to research. These activities are interrelated in nature; time devoted to one area directly benefits the quality of the others. Separation of time between categories is difficult and misleading; productivity is best measured by the quality of the "products"; students educated, the research performed, and the service provided.

INTRODUCTION

This paper describes a study undertaken at UCSD to review the full spectrum of professional activities of a faculty member at UCSD. The principal incentives for the study were twofold. First, to provide a basis for greater understanding, internal and external to the University, about the extent of UC goals, what UC faculty members' responsibilities are, how those responsibilities are fulfilled, and the interrelationships of those responsibilities. Second, to develop a clearer understanding about the use of faculty contact hours in classroom instruction as a measure of faculty productivity.

UNIVERSITY OF CALIFORNIA MISSION

The California Master Plan for Higher Education, adopted by the Legislature in 1960 (Donahoe Act) and reaffirmed in 1975 by the Legislature, established the basis for operations and the responsibilities at the University of California; the Plan provided the mission. The missions of the other segments of higher education in California were similarly established -- equal in importance to that of UC but different. The University's mission is multiple in nature. The instructional responsibility of the University extends through graduate education at the doctoral level, including exclusive jurisdiction over training in medicine, law, denistry, veterinary medicine, and graduate architecture. The University was designated the primary state-supported academic agency for research and is simultaneously responsible for other public service in its areas of expertise. The Master Plan states that each sector of public higher education shall strive for excellence in its sphere. UCSD's mission is derived from the Plan and Policies established by the Systemwide Administration (SA). The activities of UCSD must be judged by the degree to which they further that mission.

SURVEY INSTRUMENT SUMMARY

A survey of all UCSD General Campus and Scripps Institution of Oceanography (SIO) faculty members was conducted in the Fall Quarter 1976. The survey instrument was designed to collect information about the full array of activities required of faculty members. Information obtained included weekly hours in instruction-related assignments, research, scholarship and creative activities, and administration. 307 faculty responded out of 461 questionnaires mailed, a 67% overall response rate. (The survey instrument and overall results are attached. Detailed results and complete questionnaire instructions are available in the Office of the Associate Vice Chancellor-Planning, UCSD). Followup interviews were conducted with several faculty from each of the disciplines at UCSD. Overall results of the survey did not indicate significant differences from previous surveys of the University of California faculty.[1]

Overall work week averaged approximately 60 hours; 30 hours per week on instructionally-related assignments including in class and out of class time, 15 hours on research and creative activities, six hours in general scholarship, two hours in public service, two hours in non-instructional student-related activities, and five hours in administrative and other activities. Nearly half of the reported work week is devoted directly to instructional-related activities, and an additional 35% of the work week is devoted to research and creative activities. If one assumes a traditional 40-hour work week, nearly three-fourths of faculty effort is directly related to the instruction of students.

Summary of Reported Instructor Hours Per Week

Activity Category	All Disciplines	Sciences	Social Sciences	Humanities and Arts
Instruction	29.7	27.7	30.0	33.7
Research & Creative Activities	14.8	16.3	14.2	15.6
Gen. Scholarship & Prof. Development	6.1	5.8	7.5	5.5
Public Service	2.3	2.4	2.7	1.7
Student-related Act.	2.0	1.5	1.7	2.1
Admin./Other	5.4	5.4	5.0	6.0
TOTAL	60.3	59.1	61.1	64.6

THE INSTRUCTIONAL PROCESS

The Master Plan for Higher Education assigns the University of California the responsibility of serving the top 1/8 (12½%) in academic standing of all graduates of California high schools. The instructional program at UCSD is geared toward the particularly bright and highly motivated student.

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[1] 1968-69 "Survey and Faculty Effort and Output at the University of California," University Bulletin, (February 2, 1970), p. 111, and Fall 1971 "Survey of Faculty Contact Hours," University Bulletin, (May 8,1972), p. 108. See also Faculty Activity Analysis Procedures Manual, Technical Repots No. 44, pp. 81, 95, for a description of UCSD Faculty Activity in 1972 conducted as a pilot test of the FAA survey instrument for National Center for Higher Education Management Systems at the Western Interstate Commission for Higher Education.

Instruction at UCSD involves more than simply conserving and conveying knowledge; it involves developing and maintaining an atmosphere for continued self-learning and creation of new knowledge for the proper preparation of students for a satisfying and productive life. UC emphasizes education not training per se, creation not emulation, investigation and understanding not mere acceptance. UC attempts to stimulate excitement and curiosity in students providing the atmosphere and opportunity to coalesce learning to wisdom in later years.

UCSD provides a variety of instruction modes and teaching techniques to take advantage of faculty strengths and student needs. Much instruction at UCSD takes place in the informal setting of faculty offices or departmental reading rooms. Undergraduate instruction tends to be primarily in scheduled classes while graduate instruction, particularly advanced Ph.D. and postdoctoral instruction, is primarily informal. However, the opportunity exists for upper division undergraduates to work independently on projects of their own choosing with faculty supervision.

Total Instructional Hours and Discipline Variations

Thirty hours per week were reported as instruction-related responsibilities of which 21 (70%) resulted from scheduled classes and associated duties. Six hours resulted from independent instruction, two from other instruction-related and one from postdoctoral instruction. The twenty-one scheduled class hours consisted of five hours per week in direct classroom contact, two hours in additional class meetings, problem sessions, or field activities, three hours in office hours, and nearly eleven hours per week in curriculum development, class preparation, and grading. Each hour of direct classroom contact involves one more in extra sessions and office hours, and two more in non-student contact such as preparation, grading, or meeting with and coordinating the teaching of teaching assistants.

Although total instructional hours were consistent among disciplines, the survey indicated the distribution of hours between scheduled and independent study varied. Scheduled hours in the arts were relatively very high (resulting from preparation for plays, rehearsals, performances, and studio practices), and independent study hours low. On the other hand, scheduled hours in the sciences were somewhat lower than the campus average but more independent study hours were reported. Scripps Institution of Oceanography faculty reported the lowest scheduled hours and highest independent study hours, often involving shipboard activities.

Scheduled classroom lecture instruction is a familiar form of instruction and is the activity most similar at the University of California and other California public higher education institutions. It is also the most easily quantified faculty activity. However, scheduled instruction may include activities not readily quantifiable such as seminars, studios, clinics, field study, or laboratory work. It often involves coordinating several undergraduate discussion sessions led by teaching assistants who are themselves graduate students, extra class meetings, and problem sessions. Office hours, grading, and class preparation are also necessary additional elements. The survey showed a total of 21 hours per week per instructor in scheduled instruction-related activities.

Many faculty have initiated unusual, individualized, and often time consuming techniques to help students. For example, one professor

initiated a departmental undergraduate honors program, with all of the instructors and all of the honors undergraduate students meeting weekly to discuss the papers the students are preparing along with related materials. Another professor routinely grades all term papers twice, allowing the students the opportunity to review the initial criticisms and rewrite the paper as desired in the attempt to improve their grade. Also, considerable instruction is provided by interdisciplinary groups of faculty requiring a significant amount of coordinated planning.

Independent-Study Instruction

A particularly important type of instruction at UCSD is independent-study instruction, both at the undergraduate and graduate levels. Independent study is often provided for areas not regularly taught in scheduled classes and provides for student interests not otherwise met. This instructional mode provides quality and freedom to investigate areas of unique interest, but requires a close working relationship between the students and faculty. Typically, one or more weekly conferences are held regarding the student's progress and paper preparation on the subject. The faculty members are frequently required to do considerable background investigation concerning the specific subject, as well as reading and critiquing numerous drafts and final papers. The survey indicated time devoted to this type of instructional activity varied by discipline, from a low of less than one-half hour per week in Physical Education, to a high of almost eight hours per week at Scripps Institution of Oceanography.

Other Instruction-Related Activities

Activities included in other instructional-related activities include unscheduled seminars and department colloquia, guest lecturing and preparation for future courses. Unscheduled seminars and department colloquia provide the opportunity for unstructured exchange of information and ideas by both faculty and student in an informal setting.

Postdoctoral Scholar Instruction

Postdoctoral training in educational institutions within California is provided exclusively at the University of California. It is analagous to an internship or residency for a medical doctor. Postdoctoral fellows are holders of doctorate degrees and are pursuing specialized, advanced training and research in a specific area, normally under a specific mentor. Because no state funding is provided for the over 200 postdoctoral fellows at UCSD, they are concentrated almost exclusively in the sciences where extramural funding for their support is available. Postdoctoral instruction is inseparable from faculty research; the very process of training postdoctorals involves time in the laboratory and on the faculty member's own research projects.

RESEARCH AT THE UNIVERSITY OF CALIFORNIA

All disciplines report an average of 15 hours per FTE devoted to research and creative activities. The several academic disciplines were remarkably consistent in total weekly hours reported varying from 14.2 (Social Sciences) to 17.4 (SIO). However, science department faculty reported significantly more hours in non-state funded research, largely resulting from the availability of extramural funding.

Every regular faculty member at UCSD, the social scientists and humanists as well as the scientists, are involved in research to some extent. Active research activities add to a teacher's ability to teach. One professor commented "One of the assets a university professor has to offer his students is an intimate experience with his subject matter. Research activity . . . (and) professional growth in a subject area are complementary to improvement of teaching ability." Dr. David S. Saxon, President of the University, recently stated:

> University research has become an integral part of our other two missions--teaching and public service. As you know, our research mandate makes us the principal source of scholars and scientists in each generation, a function impossible to fulfill without the University's array of research libraries, laboratories, special equipment and, of course, a faculty thoroughly grounded in the methods and practices of research. In the course of their training, graduate students in turn contribute significantly to our teaching and research missions through their roles as teaching or research assistants in the various disciplines. And the practice of research has an obvious and continuing contribution to make to excellence in teaching at all levels.

Kinds of Research

Some research yields products or processes to meet current societal needs while other research tends to be more basic in nature, building upon the body of existing knowledge and possibly enabling more tangible results to be produced next month, next year, or next decade. Both kinds of research are being conducted at UCSD. Both result from the same fundamental process of understanding previous experimentation, constructing and testing hypotheses, analyzing outcomes, and synthesizing results. The process of research is one of building, checking, testing, retesting, and rebuilding. Essential to the process is the publication of results for other scholars. It would be difficult if not impossible to name some invention or innovation not based on the previous work of others.

Many examples of the wide variety of faculty members' individual research are available. A group of UCSD physicists designed the instrumentation aboard the Mariner spacecraft; a chemist received and analyzed moon rocks. Musicians are involved in the preparation of original compositions and experimentation in sound techniques. Visual Arts faculty members are preparing works, giving shows, or experimenting with art forms. A UCSD sociologist is investigating the problems of law in society and a historian is investigating the cultural and intercultural history of Iberia. Economists are studying applications of models and simulations of the economy to allow a better understanding of its operation, while members of the Psychology Department faculty are working on the subject of the structure of human memory and problems involved in human thought and information processing.

Importance of Research

What effect would result from a single decade hiatus in research? How many products used in daily living have not been improved through research based technology in the last ten years? How would social, legal, economic, or government policies vary? What would

society be like today without the research conducted ten or twenty years ago? The physical well-being of individuals in our society closely parallels mans understanding of himself, his relationships with others, and his association with his external environment.

GENERAL SCHOLARSHIP

The survey showed that faculty devote approximately five to seven hours per week to general scholarship; that is, reading of books, articles and journals, participating in discussions with colleagues or reviewing their works. It often involves visits of faculty from other educational institutions for a day or more during which information is exchanged for the mutual benefit of all. This faculty activity provides for the continual updating of knowledge in their own and related fields; it assists the faculty in achieving and maintaining their knowledge and skills at a high level and their position of leadership in the field.

PUBLIC SERVICE

Public service activities within the University are of two kinds: activities directed inside or outside the institution toward the general public good, and those directed to the professional activities or societies within the discipline. The survey indicated approximately one hour per week for each type of public service. Three hundred and seven faculty responding to the questionnaire listed over 200 separate public service-type activities.

Outside public service was directed at all levels of government, as well as private organizations, institutes, and foundations. Federal advisory boards, panels, and commissions were named, in addition to numerous state or local agencies. Several examples are the National Resource Council, President's Advisory Committee on Astronomy, National Endowment for the Arts, State Water Board, State Energy Commission, Greater San Diego Math Council, and the Zoological Society of San Diego. Some faculty indicated public service to ratio, television, or newspapers, including writing articles or providing professional guidance, science or art reviews, or performing in or producing plays or musical productions. Others reported service to local high schools or community colleges, the educational, cultural and service community in Tijuana, Mexico, or international student organizations. Many public service activities reported were directed toward other universities and colleges, including guest lecturing, performance reviews, or consulting on professional matters.

Professional society activities were reported by most faculty. Many indicated service as editors, reviewers, or referees for professional journals. It is in these journals that research is reported and disseminated allowing for further verification and use. Considerable participation in society conferences, including presentation of their own research work was reported. Numerous faculty reported services to fund-granting agencies as reviewers of proposals for specific research.

NON INSTRUCTIONAL STUDENT-RELATED ACTIVITIES

Approximately two hours were reported by faculty in student-related, non-instructional activities. These activities included counseling students regarding academic progress, course advising or personal and career advising. The activity also included time spent with

student organizations or other student activities. One professor with whom an individual interview was conducted meets regularly with different groups of students in his home or at the dormitories for dinner and discussion. Others reported regular lunch groups or rap sessions with the students or occasional departmental lunch groups or rap sessions with the students or occasional departmental parties with graduate students. Considerable continuing contact with former students (particularly Ph.D.) in their professional lives was reported.

ADMINISTRATION

The survey showed the average faculty member at UCSD devotes approximately five hours per week to administrative-type activities including one hour per week for contract and grant administration. Almost every faculty member reported some time in this category. Activities included department chairs, library or college committees, recruiting, awards, honors, or laboratory committees, and departmental meetings. Many faculty also reported active involvement in Academic Senate management or committees. Several reported participation in college, campus, or Systemwide Administration activities.

INSEPARABILITY OF ACTIVITIES

Many activities within the University cannot immediately be categorized individually as they contribute to common products. One professor in responding to the survey questionnaire stated "What makes this form so difficult to fill out and so unrevealing about what I do is that being a professor is not my job--it's my life." Another said "...(most) of the faculty find this form nonsense. None of us divide up our scholarship into these kinds of compartments. When I take eight hours to read a book, I don't know whether what I learned will go now or eventually (into a course) or into general professional development. I am currently writing a book on the subject of the course I am teaching, the research findings which I use in dealing with graduate students will serve as the basis for future courses from which I will give professional papers and in the process am developing professionally."

The multiple outputs of faculty activity can also be seen in the work of a faculty member from the Physics Department who is a consultant to the Secretary of Defense. Currently, one of his areas of interest is the B-1 bomber program; its cost, benefits, alternatives, and its place in national defense. His own research involves public policy in science, and his publications are on arms and arms control. In addition to formal scheduled class instruction, he is an advisor in independent study, meets informally with undergraduate students, and serves as faculty coordinator for the Education Abroad Program. Students studying with this faculty member get information, background material, and policy analysis of the highest quality. He is also closely involved with the most recent events, problems, and policies related to the subject.

A professor in the Applied Physics & Information Science Department is a participant in a Systemwide task force to restructure the use of computers within the UC system. A large amount of his time is attributable to administration, yet he is simultaneously in the process of completing a research paper for publication on the topic of "Computers Toward Better Education," and is experimenting with the use of micro-computers in an introductory self-paced computer instruction course. He also serves as a member of EDUCOM, a non-profit,

educationally-related group related to computers and communications through which he recently completed an organizational purchasing arrangement for computer equipment resulting in considerable savings for many educational institutions.

FACULTY HAVE MULTIPLE RESPONSIBILITIES

All university faculty are expected to maintain and improve their own skills, participate in the life of students through scheduled and independent study instruction and counseling, actively pursue high quality research, and provide service to their discipline, the university, and the community. These multiple responsibilities tend to differentiate a university faculty member from faculty members of other higher educational institutions. The results of faculty activities are not separable and measurable. By intent, faculty at UCSD are not categorized by undergraduate, graduate or research responsibilities. Faculty participate in all levels of teaching and in scholarly activities. Compartmentalization of activities detracts from the overall effectiveness and contributions at each level. Information and experience gained in one area contribute to the quality of the others.

A body of scholars, including regular faculty, researchers, undergraduates, graduates, and postdoctoral fellows make up the university. Each of them has close interaction with the others yielding mutual benefits to all. Responsibilities are not categorized nor is output continuously predictable.

A NUMBERS GAME?

These examples are not atypical. One may ask "Do faculty members at UCSD really spend approximately 60 hours per week in their jobs?" In individual interviews that question was asked. There was unanimous agreement that no one keeps time, and the numbers reported in the questionnaires are estimates. It is probable that some of the hours were overestimated and some were underestimated or that some were duplicated between categories. However, overall the time distribution and magnitude of effort are reasonably valid. The faculty interviewed indicated the length of their work week was principally a result of their research and creative activities. Their normal working day was largely devoted to instruction and other student-related activities, along with public service and administrative responsibilities and general scholarship. Faculty reported slightly over 40 hours per week exclusive of research activities.

PRODUCTIVITY MEASURES AND CONTACT HOURS

"Unlike a business organization, the University lacks the quantitative and rather simple measures of profit and loss, yet the University's accountability is greater. Its effectiveness is of concern, not only to its faculty and students, but to the public at large, and their representatives in state and federal government."[2] It is frequently implied that measurement of faculty contact hours in scheduled classroom instruction is equivalent to measuring output, effort, or faculty worth. A review of the survey instrument combined with the individual interviews indicated significant problems with using formal scheduled instructional contact hours alone as a measure of productivity. Problems center around multiplicity of outputs and difficulty

[2] "Task Force Report on Review of Systemwide Administration," (the Marr Report), December 15, 1976, p. 18.

in measuring qualitative outputs. Some of the most productive programs, such as senior honors programs, colloquia, or individual conferences, which are not formal classes are not recognized as student contact or faculty workload under the contact hour guidelines.

The current system of using scheduled classroom contact hours as the principal measure of productivity creates considerable resentment among the faculty and the administration. Faculty allocations to the University by the state are based in part upon contact hours, yet, the survey indicates that while 50% of total faculty hours are in instructional activities, only 12% are in scheduled formal class contact. The measurement of faculty activities should be based upon their productivity and excellence in the totality of their assigned responsibilities - the success of the students it produces, the quantity and quality of its research and public service, its total net value added to society.

PRIORITIES

A common concern is that of priorities. Can the state afford to pay for the multiple products of the University rather than the more homogenous product of other segments of higher education (teaching)? The State of California pays for approximately 40% of the activities at UC (27% at UCSD), yet most of its instruction, research, and public service programs result in benefits to the state.

The economic competitiveness of the state in many areas is the result of UC programs. For example, the strength of the agriculture industry in California is, in large part, a result of the UC agricultural cooperative extension program. A large portion of the state's governmental, business, and professional leaders are products of UC. UC has enhanced the ability of the state to provide leadership in such diverse fields as aerospace, engineering, electronics, nuclear and atomic physics, cancer research, the performing arts, astronomy, anthropology, and other social sciences. It has attracted many other educational, research, and commercial establishments to the state and plays a major role in continuing education and certification programs.

UCSD General Campus, Scripps Institution of Oceanography (SIO) and the School of Medicine (SOM) departments, together with associated institutes, centers, and laboratories make significant contributions in their respective fields. A few current projects at UCSD include energy production and use, environmental and atmospheric studies, population research, food production and earthquake prediction. Scripps Institution of Oceanography is a world leader in the fields of oceanography, marine biology and chemistry, geophysics and marine geology, and Scripps scientists are active in investigating age and changes in the earths crust through core samples from the ocean floor, long range weather forecasting, undersea mineral production, fish migration, ocean currents, and fuel reserves. UCSD School of Medicine and University Hospital provide direct patient services as well as instruction and research.

UC impact is felt nationally and internationally. This is evident by the fact that UC brought to the State of California nearly $329 million in federal contract and grant funding in 1975-76 (excluding major Energy Research and Development Administration Laboratories).

UCSD alone provided nearly $72 million of that amount employing over 2,000 academic and staff personnel with those funds. Further, a 1974 study showed that for every dollar spent by UCSD (from all fund sources), nearly 60% is returned to the local economy.[3] Significant major segments of UCSD are almost entirely without state funding. Most of the institutes and other organized research units receive little or no state funding nor do many major research projects.

FUTURE CHALLENGES

What are some of the new challenges UC must meet? UCSD Political Science Department chairman recently reported increased questions by funding agencies about the need to support the high quality but expensive education the UC system provides. Other concerns involve production of more advanced degrees in time of employment uncertainties; the need for liberal arts versus vocational education; or the need for maintaining quality research programs which may be of no immediate benefit to the state.

In response to this challenge, the University of California President, David Saxon has initiated the California Policy Seminar, intended to promote dialogue between the University and state government representatives. It is intended to identify policy issues the state is likely to face and to provide expertise, develop understanding, isolate relevant issues, and increase public awareness. The seminar will allow wider and more direct application of University faculty to societal problems. The faculty, together with the fiscal and physical resources, represent a significant public resource and the investment capital of the education industry. It is an attempt to reconcile pressing demands of today with leadership demands of tomorrow.

DATA COMPILATION

The quantitative analysis and descriptions of faculty activities discussed cannot adequately reflect the entire spectrum of each individual's responsibilities and, because of the use of averages, the data will not reflect the general activities of any individual. Most of the descriptive information is a composite, yet it summarizes information provided by many faculty members from each of the disciplines. Some faculty concentrate upon one area, others upon another area. Yet in total, the numeric and descriptive data are reasonable reflections of faculty activities at UCSD.

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[3] Lemuel C. Shepherd III, "The Economic Impact of the University of California, San Diego, on Metropolitan San Diego," August 1974.

Office of the Associate Vice Chancellor-Planning
Analytical Studies
July 1, 1977

UCSD FACULTY ACTIVITY SURVEY - FALL 1976*

AVERAGE HOURS PER INSTRUCTOR PER WEEK

Table 1

Category	Total All Discipline N=307	(S.D.)	Hours Per Instructor Per Week: Science N=112	Soc. Science N=67	Humanities N=56	Arts N=27	SIO N=24	Phys. Ed N=21
Instruction Related Assignments								
Scheduled Contact Hours	5.0	(3.8)	4.1	5.2	4.3	9.3	1.9	10.0
Other Student Contact Hours	2.2	(4.2)	1.6	2.3	1.9	5.4	0.7	3.3
Office Hours	3.1	(3.2)	2.9	3.3	3.6	3.4	1.0	4.3
Preparation & hours not in student contact	10.7	(10.4)	10.4	10.8	13.7	14.2	5.5	6.1
Subtotal Scheduled	21.1	(16.1)	19.0	21.5	23.5	32.3	9.2	23.8
Independent Study	5.7	(5.6)	7.1	6.0	4.9	3.0	7.7	0.4
Other Instruction-related	2.2	(3.3)	2.0	2.2	2.9	3.3	1.2	1.2
Postdoctoral Instruction	0.7	(2.0)	1.5	0.3	-	-	0.8	
Total Instruction	29.7	(17.1)	29.6	30.0	31.3	38.6	18.9	25.5
Research & Creative Activities								
Externally funded	5.1	(8.5)	8.4	4.5	0.4	1.3	10.7	0.4
Non-funded Scholarly Activities	9.7	(9.3)	7.7	9.6	14.9	14.8	6.7	3.0
Total Research & Scholarship	14.8	(11.3)	16.1	14.2	15.3	16.1	17.4	3.4
General Scholarship/Prof. Development	6.1	(5.1)	5.8	7.5	5.9	4.7	5.8	5.9
Public Service								
Outside Public Service	1.0	(2.4)	0.8	1.0	0.6	1.5	1.3	2.0
Professional Societies	1.3	(1.8)	1.4	1.6	0.9	0.5	2.1	0.8
Total Public Service	2.3	(3.0)	2.2	2.7	1.5	2.1	3.4	2.8
Student-Related Activities								
Counseling	1.4	(1.6)	1.3	1.2	1.4	1.9	1.1	1.7
Student Org/Act	0.6	(1.8)	0.3	0.5	0.4	1.0	0.2	3.0
Total Student-Related	2.0	(2.6)	1.6	1.7	1.8	2.9	1.3	4.7
Administration								
Department	2.6	(4.7)	1.6	3.1	3.3	4.9	1.5	3.7
All Other including Senate	1.0	(2.6)	0.8	0.7	1.6	0.5	1.5	0.7
Contract & Grant Administration	1.0	(4.0)	2.1	0.4	0.1	0.3	1.8	1.4
Total Administration	4.6	(6.4)	4.5	4.3	4.9	5.7	4.8	4.5
All Other	0.8	(3.5)	0.7	0.7	0.4	1.8	0.9	1.0
ALL ACTIVITY CATEGORIES	60.3	(19.6)	60.5	61.1	61.1	71.9	52.5	47.8

* Detailed data available in the Office of the Associate Vice Chancellor-Planning, UCSD
Numbers may not add because of rounding

UCSD FACULTY ACTIVITY SURVEY - FALL 1976
(See attached instructions for further explanation of form)

Name_____
Rank_____
Dept._____
I&R FTE_____

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For use in aggregate form only

A. Instruction-Related Assignments

1. Scheduled Instruction (excl. grad. research)

Course Dept. and Number	Sec. No.	Units	Engl.	Scheduled Contact Hours	Type Instr. (eg. lab)	Specific Course Related Hours: Other Student Contact Hours*	Office Hours**	Preparation & Hours not in Student Contact***	Total Avg. Hours Per Week

*Such as unscheduled class meetings, problem sessions, field work, or time before/after class (but not including time reported as office hours).
**Scheduled or unscheduled Average hours per week with students in this course only. (Other office hours in D.1)
***Include curriculum development for this course, class preparation, grading, or other hours related to this course not in student contact.

2. Independent Study And Graduate Research (including thesis)

	UG	Grad	Total Avg. Hours per Week
a. Students enrolled in independent study classes with you listed as the instructor (usually 199's or 299's)			
1. Direct Student Contact Hours			
2. Other related hours not in direct student contact, e.g., related reading.			
b. All other independent study or graduate research related hours for students registered in independent study with other instructors, e.g., discussions or dissertation committees.			

3. Other Instruction Related - Such as preparation for future courses, unscheduled seminars, or guest lecturing at UCSD or other institutions. _____

4. Postdoctoral Instruction (Estimate of Time spent in instruction with Postdocs.) _____

B. Research Scholarship and Creative Activities

1. a. Externally Funded (sponsored) scholarly activities (excl. summer research and time reported above) _____
   b. Funded research contract and grant administration; incl. fiscal monitoring and reports _____

2. Non-funded scholarly activities (individual research) incl. publication preparation, developing and performing new art forms and creative activity in art or scholarship. Include developing research proposals. Examples _____

3. General Scholarship and Professional Development. Reading books and articles, participating in discussions, attending meetings, or personal education relating to your professional career. Advising Colleagues or reviewing their research work. Examples _____

C. Public Service Activities

1. Activities (for which you do not receive additional compensation) directed outside the institution, e.g., consulting for government, representing the University in public affairs. Examples _____

2. Service to professional societies such as editing journals, attending business meetings or reviewing papers submitted for publication. Examples _____

D. Student Related Activities

1. Student discussions or counseling (not specific course instruction related as reported in A.1.) e.g., general academic discussions, incl. student projects or progress, academic or career advising, or recommendations. Examples _____

2. Other time spent in student related activities - e.g., student organizations or activities; or social interation. Examples _____

E. Administration

1. Departmental Administration - e.g., administrative committees or course committees. Examples _____

2. Other administrative duties - College, campus, Systemwide, including Academic Senate Examples _____

F. Other
Specify _____

Signature_____ Date_____
(Please make comments on Other side) When completed; Fold, Staple and Place in campus mail. Reverse side is pre-addressed to the Planning Office.

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